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THE ATHLETIC JOURNAL

A PROFESSIONAL MAGAZINE FOR THE
COACHES OF THE COUNTRY

JOHN L. GRIFFITH, Editor

VOLUME IV

APRIL, 1924

NUMBER 8

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The ATHLETIC JOURNAL

VOL. IV

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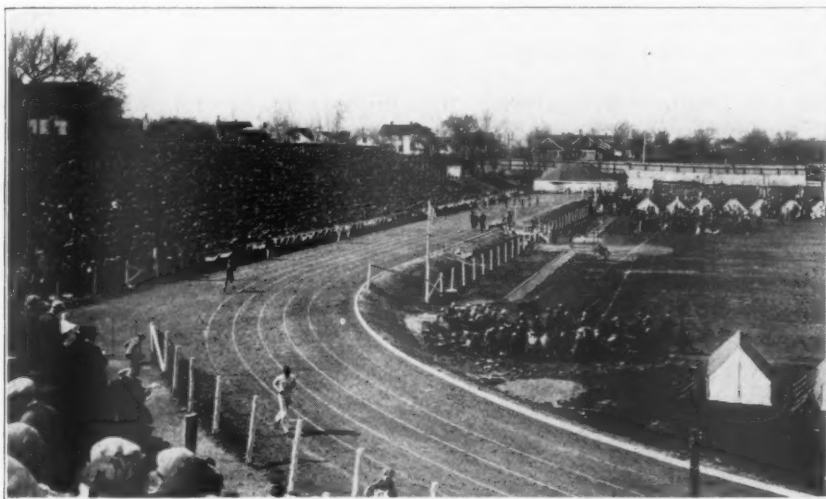
No. 8

RELAY MEETS

By
John L. Griffith

The growth of school and college relay meets in the last decade here in the United States is significant of the development which has taken place in all forms of amateur sports. Mr. Frank Ellis of Pennsylvania originated the idea of a Relay Carnival and was responsible for the first Penn Relay, which was held in 1895. At this meet the only university race was the mile relay which was

nized as the greatest track and field event next to the Olympic Games. Mr. Orton, director of the Penn Games, estimates that this year there will be 120 colleges and approximately 400 schools in attendance. Further, Cambridge University will send a team over this year to compete in the sprint medley on Friday, April 25th, and in the two mile championship on April 26th. Eric



A section of the Drake Stadium, where the Drake relays are held.

won by Harvard in 3 minutes 34 2-5 seconds. In addition to this race there were four college and four scholastic races. Since that time the Pennsylvania classic has grown until now it is recog-

Liddell of Edinburgh University, the British sprint champion and record holder will attend the Penn Relays and compete in the 100 and 220-yard dashes.

The Drake Relay Meet was

started in 1910 for the purpose of providing an incentive for boys to start training early in the season. In those days not many schools and colleges in the middle west had facilities for training track teams indoors and consequently the track men were prone to postpone their training until the beginning of the dual meet season. The success of this meet, which was popular from the first, may be attributed to the fact that the coaches welcomed a meet of this kind, which served as a stimulus to track athletics; the public enjoyed relay racing especially where the events were run off without any tiresome delays; the managers were glad to enter teams because the profits of the meet were divided among the visiting schools and colleges and then further the people of Des Moines were enthusiastic over school and college sports and Des Moines was especially known as a "track town."

The events announced by "Tug" Wilson, Director of Athletics at Drake University for the 1924 meet are as follows:

1. Special Events:
 - 100-yd. Dash.
 - 120-yd. High Hurdles.
 - High Jump.
 - Broad Jump.
 - Pole Vault.
 - 16-lb. Shot Put.
 - Discus Throw.
 - Javelin Throw.
 - Hop, Step and Jump.
 - 440-yd. Hurdles.
2. Relay Events:
 - University Section:
 - 440 Yards.
 - Half Mile.
 - One Mile.
 - Two Mile.
 - Four Mile.
 - College Section:
 - Half Mile.
 - One Mile.
 - Two Mile.

Medley:

(440, 220, 880, Mile).

High School Section:

Class A.

Schools with over 600 enrollment:

Half Mile.

440 Yards.

One Mile.

Two Mile.

Medley race:

(220, 220, 440, 880).

Class B.

Schools with less than 600 enrollment:

Half Mile.

440 Yards.

One Mile.

Two Mile.

Medley Race:

(220, 220, 440, 880).

Class C.

Interscholastic One-mile Relay Championship open to all High Schools.

Interscholastic Two-mile Relay Championship open to all High Schools.

Class C has been added for the purpose of bringing the largest high schools and preparatory schools in the United States together. Certain time requirements must be fulfilled. This information will be sent at a later date.

It is interesting to note that all of the records in the regular relay races from a quarter of a mile to four miles have been made in the last two years. The following chart gives the records for these five events.

American College Relay Records

440 Yards Relay—42.3 sec., University of Illinois—Sweet, Hughes, Evans, Ayers—made at Drake Relays, Des Moines, Iowa, April 28, 1923.

880 Yards Relay—1 min. 27.5 sec., University of Illinois—Fitch, Sweet, Evans, Ayres—made at Drake Relays, Des Moines, Iowa, April 28, 1923. (Continued on page 46)

TWO STYLES OF HIGH JUMPING

BY
JOHN L. GRIFFITH

WHILE there are almost as many styles of high jumping as there are high jumpers the best men in this event today use a modification of the form as exemplified by Sweeney in 1895 or by Horine and Beeson in 1914. The Sweeney method of clearing the bar is sometimes called the eastern form and the Horine the western. The purpose of this article is to point out some of the differences between these two styles of jumping.

Before discussing the technique of jumping, it may be well to call attention to the fact that some objection has been raised in certain sections of the country to the Horine style. This may be attributed to the reason that the newer style is so radically different from the older method that some coaches have not been able to accept this as the proper form in jumping. So long as the



INTL.

ILLUSTRATION No. 1

This shows Landon of Yale clearing the bar by the eastern method of jumping. Note that the jumper is executing the cut-back with his leg. This will bring him around facing the take-off.

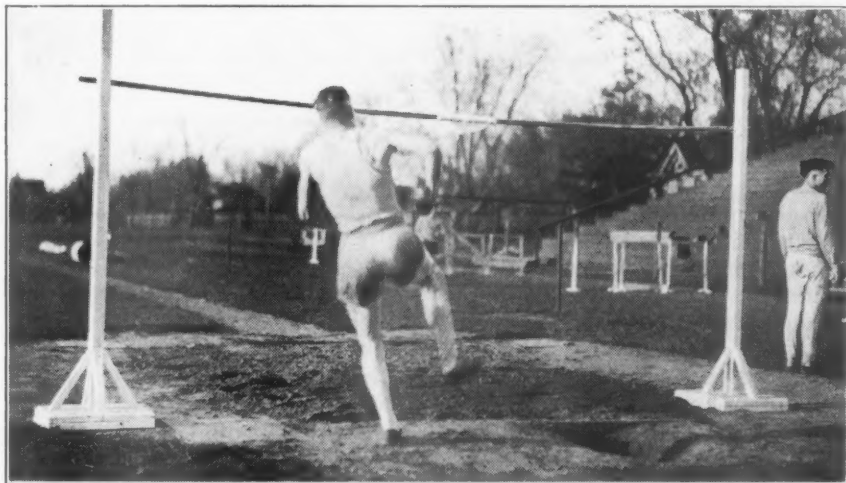


ILLUSTRATION No. 2

Shows Harold Osborne in the take-off in the high jump using western form. Note that his right arm and right leg swing up together and further that his take-off foot is next to the bar. His body is leaning back and to the left preparatory to the layout.

jumper does not violate the rules which govern this event, however, it may be considered that his jump is legal. If the rules of high jumping are wrong they should be changed. The N. C. A. A. rules specify that "the competitor must not dive or somer-

takes off from his left foot and uses the Sweeney style he will approach the bar from the right side and his take-off foot will be farthest from the bar. That is, the jump is made from the left foot and the right leg is swung up alongside and next to the bar.



ILLUSTRATION No. 3

INTL.

Dewey Alberts of the University of Illinois is here shown clearing the bar in the high jump event at the Penn Relays 1921. Note that the position of his body at the moment of clearing the bar is different from that of Poor of Kansas. Osborne of Illinois bends his right leg when over the bar while Alberts extends both legs in his layout.

sault over the bar or jump in such a manner that his head crosses the bar in advance of either foot." An official can determine whether the jumper's head clears the bar first by standing in line with the cross bar and observing the position of the body of the competitor as it crosses the bar. Most jumpers using the Horine style of jumping will make an illegal jump now and then. When this occurs of course the jump should not be counted.

The Take-Off. If the jumper

If he makes use of the Horine form he will approach from the left side of the bar and his jumping foot (the left) will be nearest the bar and the right leg which is away from the bar will be raised first.

Form Over the Bar. In the eastern style when the left foot leaves the ground the shoulders and head are twisted to the left and down so as to raise the hips. This brings the jumper over the bar with his left side next to the cross bar. When in this position the athlete will be facing his

take-off. When the jumper is in the position just described he holds his right leg out and cuts down and backward with his left leg. The heel of the foot crosses the bar first.

In the western form the right foot goes over the bar first and the jumper at the moment of crossing the bar has his left side nearest to it. In this style the jumper faces the pit at the moment of clearing the cross bar. Beginners should not pay very much attention to the use of their arms as an aid to jumping but as soon as the take-off and other fundamentals are mastered an

left foot if he perfects the cut back with his left leg, otherwise he will land on his side. At the moment of landing he will be nearly facing the bar. In the western form the jumper will probably land on his right foot but he may land on his take-off foot. Harold Osborne always alights on his take-off foot after clearing the bar in the Horine style of jumping.

E. Beeson of the University of California established the world's record of 6 feet $7\frac{5}{16}$ inches in the running high jump July 2, 1914, breaking the record of 6 feet 7 inches formerly held by Horine.



ILLUSTRATION No. 4

This shows Poor of Kansas winning the high jump at six feet four inches at the Drake Relays. It will be noticed that he does not use the roll so much as do some of the jumpers who follow the western style.

attempt should be made to get the maximum benefit from the use of the arms in raising the body in the jump.

Landing. The man who uses the eastern form will land on his

Both of these men as previously suggested used the western form of jumping. Mike Sweeney held the record of 6 feet $5\frac{5}{8}$ inches from 1895 until Horine registered his jump of 6 feet 7 inches in 1912.

THE CONSTRUCTION OF A HURDLE

BY
JOHN L. GRIFFITH

A number of Journal subscribers have asked for suggestions relative to the construction of hurdles and in compliance an article which appeared in the March, 1922, Journal is herewith reprinted. After this article was printed Mr. Gosnell Layman then Director of Athletics of Sandusky High School, Sandusky, Ohio, contributed the last two pictures in this article and the suggestions relative to the construction of the hurdle which he had found satisfactory.—EDITOR'S NOTE.

MOST coaches have their hurdles built in their woodshops or by a local carpenter. The ATHLETIC JOURNAL has received a number of requests for specifications and dimensions for hurdle construction. The following points should be considered in building a hurdle:

First, the hurdle should conform to the rules and regulations. The National Collegiate Athletic Association requires that the hurdles shall be pinned or fixed so that the gates are rigid. This, of course, applies only to the high hurdles. Further, that the bases or feet of

each hurdle shall not be less than 20 inches broad. The top bar shall be a minimum length of 42 inches and a width of at least 3 inches, and shall be painted white; and the weight shall be approximately 16 pounds. There is a reason for all of these requirements. In the first place, it is necessary that the feet be of a uniform size so that there will be uniformity in the matter of tipping over the hurdles in the races. Further, it is advisable to have a minimum length specified. Recently in a Conference dual meet one of the contestants trailed his

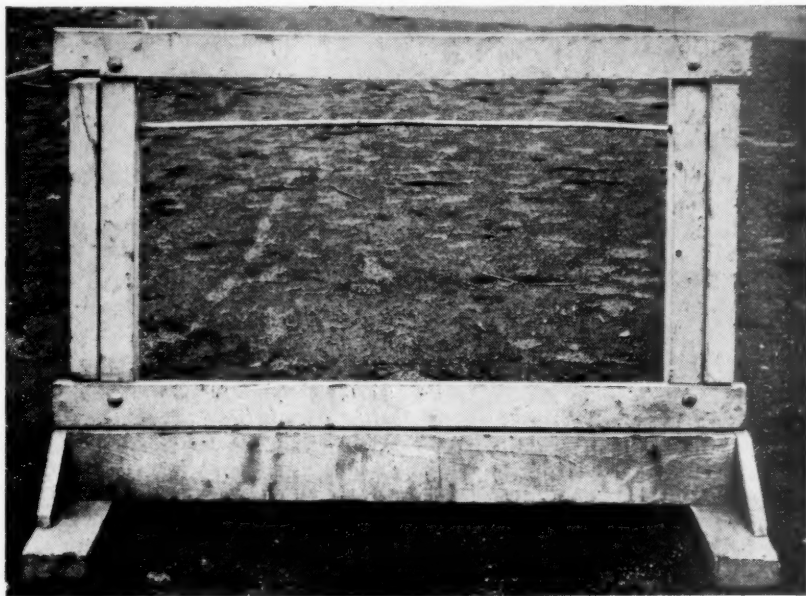


ILLUSTRATION 1

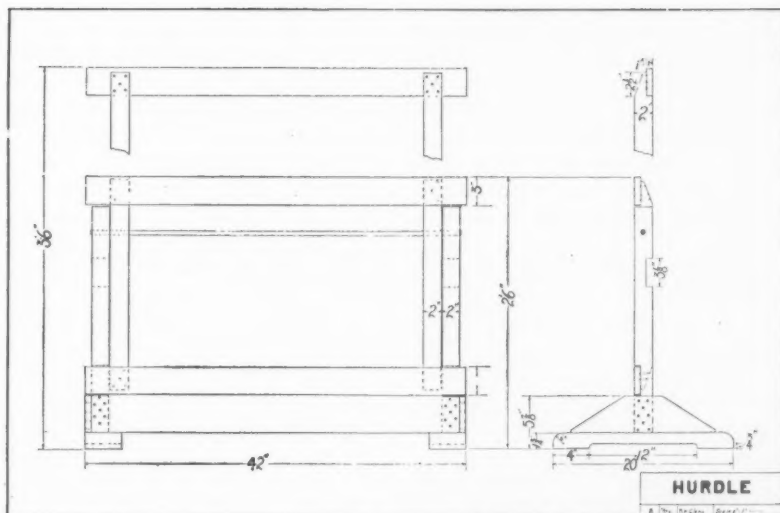


ILLUSTRATION 2

leg on going over the high hurdles. However, the hurdles were very short and did not conform to the rule requiring that they be at least 42 inches long, consequently it would not have been fair to disqualify him. It is well to have all the hurdles painted white so that the men will be accustomed to clearing barriers that all look alike.

In the second place, it is desirable to build a hurdle that can be used both for the high and the low hurdle events.

In the third place, it is well to consider the matter of durability and to follow a plan of construction that makes for little waste and to select wood that is free from knots and other flaws. Of course, several coats of white paint will add to the life of the hurdles.

The hurdle shown in Illustration 1 is one made from a plan worked out by a student in the University of Illinois. It is durable and practical. It will be noted that as it stands in the picture, it is of the right height for a low hurdle race. To make a high hurdle of the implement, all

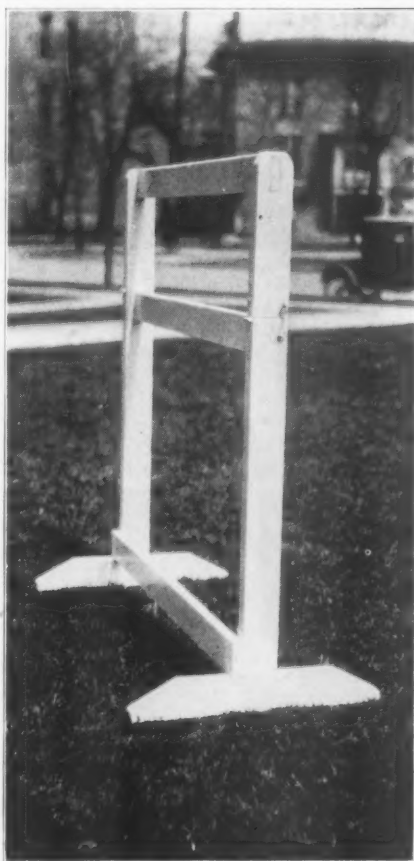


ILLUSTRATION 3

that is necessary is to swing the gate. When it is so swung and turned properly, it is impossible for a contestant to kick the gate over without upsetting the entire hurdle. The hand nut at one side of the hurdle makes it possible to tighten or loosen the hurdle, as desired.

This hurdle has many features which recommend it to the user: First, it is simple in construction. Second, it can be easily made to conform to the rules. Third, little time is required in changing it from a low to a high hurdle. And, fourth, it is durable.

The second diagram gives specifications of the hurdle. The hurdle is drawn according to a scale of one-fourth inch to one inch. The high hurdle is 3 ft. 6 in. high and the low hurdle 2 ft. 6 in. high; the length over all is 42 inches, top board 3 inches; the

end dimension pieces are 2 inches each; the bases are 20 inches long and 4 inches wide; the outside support of the end piece that fits on the bases is 12 inches long. Note the slot at the bottom of the hurdle into which the top piece fits when the hurdle is set for low hurdle racing. Care should be taken in making this slot so that the end support will not be weakened. When Mr. Stagg had the hurdles made for the National Collegiate Athletic Association meet on his field, he made the end pieces out of heavier material than is shown in the diagram on this page, with the idea that the hurdle needed strengthening in this particular.

Ten hurdles are required for a flight of hurdles, whether in the 120 yard or the 220 yard races. It is well to plan for at least six

(Continued on page 44)

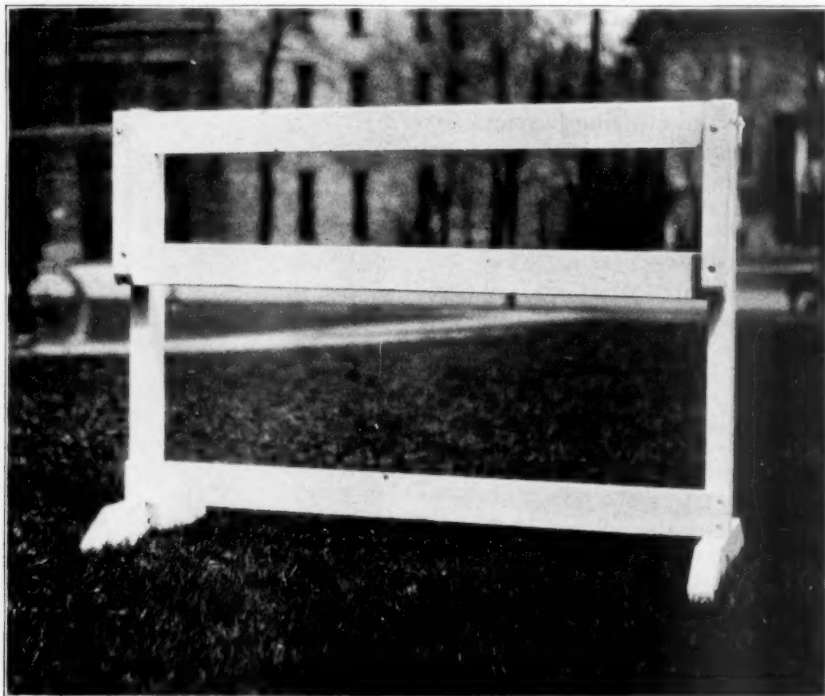


ILLUSTRATION 4

PERIODIC HEALTH EXAMINATIONS

BY
GEORGE T. STAFFORD

Mr. Stafford has written a series of articles for the Athletic Journal, the first of which appeared in the May, 1923, issue under the subject of The Physical Director or Coach in the Field of the Physical Subnormal. Subsequent articles have dealt with the following subjects: Body Mechanics, Weak Feet, Constipation, Hernia, Athletic Injuries and Specific Injuries. Mr. Stafford is Assistant Professor of Orthopedics and Physical Diagnosis, University of Illinois.—EDITOR'S NOTE.



The time worn illustration has often been given of the amount of time and care a man gives to his automobile and the relatively small portion of time and care he gives his body. Yet there are on an average 3,000,000 persons ill in the United States all the time. Forty-two per cent of this illness is preventable. Seventy-five to eighty per cent of the school children of the United States have physical defects. The draft report shows that half the young men, who should have been in good physical condition, were defective in varying degrees. And what has been the reaction to these startling pictures of physical deficiency? The majority go serenely on, never thinking that possibly they might have some physical defect of which they are wholly unaware.

Dr. Haven Emerson in a recent article* gives the figures of the examinations conducted on "Apparently Healthy" adult individuals. Contrary to what one might expect, it was found that only 2.5 per cent were really healthy. The signifi-

cant point in Dr. Emerson's report is that fact that this examination was conducted on individuals who never realized that they were not in good health. The emphasis in modern medicine is not entirely on curing an individual of a disease, but rather on prevention of disease and defects. This prevention may best be obtained by periodic health examinations which detect the early evidences of disorder before the discomfort, inconvenience, interference with work, or anxiety has driven the individual to seek medical advice for the treatment of established diseases.

Dr. Thomas Wood of Columbia University† sums up the conditions of the school children as follows:

About 1 per cent—200,000—of the 22,000,000 school children in the United States are mentally defective.

Over 1 per cent—250,000 at least—are handicapped by organic heart disease.

At least 5 per cent—1,000,000 children—have now or have had tuberculosis, a danger often to others as well as to themselves.

Five per cent—1,000,000 of them—have defective hearing, which unrecognized gives many the undeserved reputation of being mentally defective.

*Emerson, H. "Periodic Medical Examinations for Apparently Healthy Persons," Journal American Medical Association, May 12, '23.

†Wood, T. D. "War's Emphasis on Health Education."

Twenty-five per cent—5,000,000 of these school children—have defective eyes. All but a small percentage of these can be corrected, and yet a majority of them have received no attention.

Fifteen to 25 per cent—3,000,000 to 5,000,000 of them—are suffering from malnutrition, and poverty is not the most important cause of this serious barrier to healthy development.

From 15 to 25 per cent—3,000,000 to 5,000,000—have adenoids, diseased tonsils, or other glandular defects.

From 10 to 20 per cent—2,000,000 to 4,000,000—have weak foot arches, weak spines, or other joint defects.

From 50 to 75 per cent—11,000,000 to 16,000,000 of our school children—have defective teeth, and all defective teeth are more or less injurious to health. Some of these defective teeth are deadly menaces to their owners.

Seventy-five per cent—16,000,000 of the school children of the United States—have physical defects which are potentially or actually detrimental to health. Most of these defects are remediable.

For the adult who has no business, no profession, no object in life, no purpose to fulfill, and no loved ones, it may be fair for him to gamble with his health and neglect to have his body examined at least once a year. The above type leaves no vacancy in Life's market when he passes on. However, the man with an aim before him, a work which looks to his hand and mind for accomplishment, and dear ones who lean on him as the pillar of their existence, should ponder deeply before he gambles away a life to which is entrusted so much of grave import.

For the child who is about to enter school, and the child who is in school, there should be suitable provision made for his examination.

Education should conserve and promote the health of the child. Those who are fortunate enough to enter school with good health should be guarded and given frequent examinations to conserve that good health. Those who enter school with poor health should be treated to improve their condition.

School life has been blamed for many of the ills that are found in school children. It would be better to consider first the possibility of these ills having first existed before the child entered school. In many cases this is true. A child enters school with his weight below normal, his system is tubercular, his eyes are defective, his adenoids or tonsils are diseased, or his teeth are defective. A child entering school with one or more of the above handicaps is constantly fighting an uphill battle. Either his studies must suffer or, if he manages to pass his studies, his health suffers. The child is moulded into the curriculum, rather than the curriculum being applied to the individual child.

Periodic health examinations are being recognized as economic investments for the adult but the time has not come for the acceptance of periodic health examinations for the child. When this time does come, as it has in many up to date school systems and homes, the standard of health for the child will be raised to a much higher level than the present level of health. A child who must wait until he reaches high school or college before he receives a medical examination is not given a fair chance in life. Today the greatest amount of energy in examinations is given at the wrong end of the child's school life. Medical examinations in high school and college must necessarily become the start of a repair process. The real need is for examinations, physical and mental, before the child enters school.

Pre-school examinations have

been conducted in New York with very satisfactory results. The last month of the term is given over to medical examinations of children who are to enter school the following term. This allows a better chance for definite follow-up and corrective work before the child enters school. In this way the important epoch of the child's life is relieved of the extra strain of examination when the poor child is already overburdened with the routine of getting started in school life. The examination, which was held the term before the child entered school, gives the authorities a definite idea of the limitations of the child and a suitable program can be arranged which will fit the child's condition and need.

Dr. S. J. Baker[‡] claims that the most important physical examination to be made in the school life of the child is the one occurring at the time the child enters school for the first time. Dr. Baker states further that if the first examination be done with 100 per cent efficiency, combined with follow-up work that is 100 per cent effective and 100 per cent of treatments obtained, it should not be necessary to do more than "inspect" the child up to the eight or ten year period. After the tenth year the health of the child should remain constant, with the possible exception of visual disturbances which increase slightly through school life. Dr. Baker concludes her article with the logical deduction that great emphasis should be placed hereafter upon the pre-school age period as the time when physical defects should be prevented or corrected.

The present interest in physical education and athletics is very gratifying, but the large number of coaches and physical directors are

still using the old methods of prescribing physical education and athletics which conform to the supposed army medical procedure of "Paint it with iodine and mark him duty." Physical exercise has its benefits—castor oil has its benefits. A doctor who might, on entering a school gymnasium with a hundred boys, give a glance at the group and prescribe a tablespoonful of castor oil for everyone, would not be considered an up to date doctor. The physical director who takes a group of boys and gives them all the same prescription of exercise may be treating some according to their needs, but a large number are not given the best possible exercise for their condition. Going one step farther, the coach or physical director who prescribes without knowing the needs or capacities of those to whom he is giving exercises or games, must necessarily work in the dark and hope for the best. Physical education to be intelligently prescribed should first ascertain the condition of the one to whom the exercise or game is to be given.

Our changed conditions of living with its lack of outdoor life and exercise, demands more careful investigation and examinations to determine the health of the individuals with whom coaches and physical directors are working. When the child first enters school or before, a careful mental and physical examination should be made and the child given treatment for whatever defects are detected. In the majority of cases the mother is very careful throughout the first two years of a child's life. Between the ages of two and five, many children are not given suitable care and attention in matters of health. Under the systems now in force in many schools no examination is given until the child reaches the upper grades or high school. Repair work

[‡]Baker, S. J. "School Health Supervision Based Upon Age and Sex Incidence of Physical Defects." *American Journal of Public Health*, June, 1922.

***The* ATHLETIC JOURNAL**

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THE DEMAND FOR COACHES

The demand for first class coaches and directors exceeds the supply. At the present time a number of College Presidents and High School Principals are searching for Directors of Physical Education who have had broad training, have the proper conception of physical education and have character and personality. Likewise, there are positions awaiting coaches who have demonstrated that they are good sportsmen, know the technique of athletics and can get results.

If a man who is now working primarily in the field of coaching aspires to become the head of a department, he will do well to spend all of the time possible in studying problems pertaining to education and especially to physical education. He should attend some of the athletic and physical education conventions and should do some work in research. Further, he will do well to contribute through writing and speaking to the general cause of physical education.

The coach who is ambitious to improve his position will not only work incessantly to make a reputation in his present position but will attend summer coaching schools, study the current literature of coaching and strive to learn the methods of the successful coaches. Some coaches make the mistake of accepting positions where their chances of success are remote because the salary is attractive. The young coach who is just starting out should exercise as much care in selecting a position as the employer manifests in selecting a coach. If a school or college has never been so organized that its athletic teams have had a chance to win a reasonable percent of its games, the coach is fool-hardy indeed to attempt to accomplish that which has never been accomplished before. Many a coach of ability and character has been rated as a poor coach because he was not connected with an institution that boasted of proper morale and material equally as good as the material which the rival schools possessed.

In considering the advisability of accepting employment, the coach or director should remember that his success will depend very largely upon the school principal or college president. If the executive believes in athletics and has the courage to support the man to whom he has entrusted his athletic department when the latter is competent and honest, even though things are not going well with the athletic teams, then the coach who is so fortunately situated has a good chance to succeed. If the administrative head, however, listens to popular clamor when the team is losing and sacrifices his coaches to save himself embarrassment on every occasion the coach should think twice before making an alliance with such an executive.

The men who have been successful are in demand and the coaches who have been only moderately successful find it necessary to work

hard to secure new positions which are in the nature of promotions. Only a few are highly successful in coaching as there are only a few great surgeons, lawyers and engineers in their professions. The demand for good coaches and good directors it may be repeated is greater than the supply.

NEED FOR STRAIGHT THINKING

Ever since the meeting of student volunteers held recently in Indianapolis there has been considerable discussion on the college campus regarding the outlawry of war. In some institutions students have signed cards voicing their disapproval of war and stating that in case of another war they would not take up arms. Everyone who has the best interests of the race at heart must hold the opinion that civilization would be advanced if nations would settle their differences by the rule of reason rather than force.

Those who would end war by attacking war, however, are wasting their time. Wars are the result of greed, envy and selfishness and the antagonists of war would accomplish more if they would attack the causes of war rather than the instrument of war itself. It is characteristic of the thinking of today that some would eliminate results without removing those things which bring about the result. If our government does not suit the Bolshevik he would destroy the government, if the socialist does not approve of economic conditions he would destroy capitalism, if some one sees something bad in the system of athletics he would have athletics abolished. How much better it is for all to work to minimize the chances of war, to make our Government better, to improve economic conditions and to place athletics on a high plane than to join the forces of destruction.

As for the misguided youths who would not fight to defend their flag, their mothers or sisters little need be said. Their numbers are so small that they cannot by any stretch of the imagination be considered to represent the college men of today. It is doubtful if any athletic coaches or athletes have taken the pledge referred to above and it is probable that if our country needed men to take up arms in her defence the school and college athletes as in the last war would be the first to offer themselves. This does not mean that athletes are quarrelsome or militaristic. The athletic nations of the world are not the nations that are militaristically inclined. It does mean perhaps that loyalty and self-sacrifice are taught on the athletic fields and that the men who have received this training are not signing pledges to the effect that they would not fight if need be for the things for which this country stands.

CHANGE OF ADDRESS

It is estimated that there is each year a thirty-three percent turn-over in the athletic coaching profession. That means that one-third of the coaches are taking up coaching for the first time or taking a new position each year. With so many changes the subscription department of the Journal has considerable difficulty each fall in keeping the mailing list up to date. If you change your address in the town or city where you live or move to another city, won't you notify us at your earliest convenience?

ORGANIZATION AND ADMINISTRATION

BY

JOHN L. GRIFFITH

There are many reasons why the Director of Athletics should keep a permanent record of all athletic events in which his athletes compete. It is surprising how many times he will refer to old records if they are filed away for future reference and how interesting they are to the historian and statistician in after years. Further, they are always of value for present use.

This article will deal with the subject of record blanks or as they are sometimes called clerk of the course cards for track and field meets. The use of these or similar blanks is recommended because they constitute a permanent record in convenient form for preservation. When the meets are over the cards should be placed in the files where they will not be lost.

Further, these cards contain a complete record of each event. For instance, in a hurdle race they show what men competed, the lanes in which they ran and the order in which they finished. This record is frequently required by the officials when three or more hurdles have been knocked down in a certain lane. In a meet of national importance one of the hurdlers knocked down too many hurdles, but since a record of the starters was not kept it was impossible to decide what man should have been disqualified. In addition the card bears the signature of the officials and thus there can never be any question as to the authenticity of the records.

The cards should be printed on

medium weight card board, stiff enough to write upon. Enough can be printed at one time to last several years. They may be used for dual meets or conference meets as well.

The clerk of the course should have the cards filled out with the names of the contestants as far in advance of the starting of the meet as possible. At the drawings he should insert the course drawn by each man. At the start of the race he should turn the card over to the Head Finish Judge, who will fill in the order of finish, sign the card, have the other Finish Judges sign, and then turn the same over to the timers who will fill in the time for track events, sign and turn the card over to the scorer. The scorer will turn all cards over to the announcer who will hand all of them later to the Games' Committee.

The cards for a field event should be handed to the head judge of the event at the beginning of the meet. This judge will then scratch the names of the men who do not report and will keep the complete record of each performance on the card. When the event is concluded the judges should fill in the names of the winners, sign the card and turn it over to the announcer.

The form on page 17 illustrates the blank which may be used for the shot-put, discus throw, hammer throw, javelin throw and the broad jump. The exact size of the card is $5\frac{1}{2}$ inches wide and 12 inches long. This provides lines enough for recording the names of twenty-

..... vs. —Date.....

120 YARD HIGH HURDLES

[illegible]

WINNERS

1st				
2d				
3d				
4th				
	TIME			

Head Timer

Judges of the Finish.

Official Scorer.

one contestants. One column is for the name of the school or college represented by the athlete and another for his number. In addition there is a space in which each put, throw or jump may be recorded. Inasmuch as the rules provide that in the events mentioned above one more contestant shall be qualified in the preliminaries for the finals than there are places to count for points, it is well to leave five or six lines for the contestants' final trials and provision should also be made for enough lines on which to record the names of all of the men who may place.

When the field judges call the roll preliminary to starting a field event they should write the names of the men who report in the space provided for their names. They should then record each man's effort in turn. When the competition in the event is concluded, the card will show the complete history of the event.

The form on page 18 illustrates the kind of a blank which may be prepared for the track events. The size of the card is $4\frac{3}{4}$ inches wide by 12 inches long. Where preliminaries are run it will be necessary to use one card for each preliminary and then a card for the final heat. In addition to the columns for the names of the contestants, the institutions, the contestants' numbers and the courses in which they run, there is also a column marked "position." This space may be used for recording the order in which the men finish. The space at the bottom of the card provides for a list of the names of the winners but sometimes as in the case of distance runs it is possible to note the order of finish of all of the competitors.

The blanks for the high jump and the pole vault are different from the others that have been described. A card $11\frac{1}{4}$ inches wide and 9 inches high has been found

satisfactory. On the card there should be a space at the top for the name of the meet and the date. Below that should be printed the name of the event, viz: running high jump or pole vault. The card in question would have twenty-one blanks for the names of the contestants. These should be listed in the first column. In the second column the name of the school should be indicated and in the third column the competitors' numbers. The card of the size specified would contain space for checking the trials at fifteen heights. Under each height there should be three columns as each competitor is entitled to three trials at each height. The judge will record in these spaces whether the contestant cleared the bar on his first, second or third trial or was eliminated. At the bottom of the card there should be spaces for listing the names of the winners and their records and a place for the judges and the scorer to sign the card.

It will usually be found desirable to tack the cards used in the field events on smooth boards for the convenience of the judges.

For relay meets it is customary to conduct the drawings for each race at some place near the track ten or fifteen minutes before the time for starting the event. If the coach does not wish to have his men report that far in advance of the starting of the race he may report for his men or have someone else report. The reason for conducting the drawings in this manner is that thus the events may be run off promptly. When the clerk has the names of the teams that will compete, he should write on the card the names of the men on each team and the order in which they are to run. When the men are called for the event, he will then assign them

(Continued on page 33)

SPORTSMANSHIP IN COLLEGE ATHLETICS

BY
H. S. THOMAS

Mr. Thomas was graduated from Coe College in 1907. He won ten letters in four major sports at Coe. He graduated from the University of Michigan Law School in 1913. He coached two state championship high school football teams at Ida Grove, Iowa, 1907 and 1908. He coached the football, basketball and baseball teams at Coe in 1912 and coached football at North Des Moines High School in 1913 and 1914. He has officiated for a number of years. Mr. Thomas is now practicing law in Des Moines.—EDITOR'S NOTE.



The dictionary usually defines sportsmanship as "skill or practice in field sports," but the accepted meaning to the average follower of athletics includes a great many more things incidentally and vitally concerned with that skill or practice. Its expression varies widely, depending a great deal on the class or kind of sport and in the particular circumstances under which it is, or is not, exhibited. In its general acceptance, it is understood to mean the attitude and conduct of participants in the play, together with that of the managers, coaches, officials and spectators. It is usually shown by acts alone, but its absence is demonstrated by acts, supplemented by what might be termed conversation.

Not so many years ago, as most of the near old-timers will testify, sportsmanship was on a rather questionable plane. We had side line coaching in football, boxing and tripping a runner in track, brother-in-law officiating, the inflicting of deliberate injury, attempts at infringements of rules, and many other unsportsmanlike acts that were indulged in and countenanced. Today we have adopted and are adhering to a much higher stand-

ard, but there may still be noted many glaring instances of unsportsmanlike conduct that should be eradicated. In those earlier days we did not have the proper standard, and we did not, because we did not fully appreciate the value of a better standard. Because the future of athletic contests depends on an ethical standard in sports, I have been tempted to write this article.

Defeat, in former years, seems to me to have been of greater moment than at present; consequently ways and means were resorted to, to achieve the end in view. We saw no good in our rivals. We all tried to get the stars, and when we lost, it was many times blamed to the partisan work of officials. We kept within ourselves, refused friendliness with opponents, and were suspicious of the men they offered as officials. An official's reputation was a precarious thing, and many a worthy conflict was marred by a wordy or fistic encounter after the game. Very few real defeats were ever suffered, by reason of the number of "if's" in that defeat. We forgot that "Anyone can win, but it takes a man to lose." Gradually these and other unsportsmanlike tendencies have been done away with, due in most part to better instruction, to the more active influence of alumni, to the lessening of partisanship, and to the growing appreciation of ability and perform-

ance. Slowly and surely we have learned that the real joy of victory partakes of many things heretofore not understood. We are now solicitous for the accommodations of our rivals. They are dined as visitors, and are called guests upon the score board. We want to win from the best team our opponents can produce. We have learned that defeat is not the disgrace it formerly was at the hands of worthy rivals. The games are not the life and death affairs of former years, and we have found that we can be beaten soundly and still be proud of our team and shake hands with our conquerors. If the team gives all it has, and in the right way, and loses, we are not, of course, satisfied, nor fully content, but other years are ahead. We have learned that the official who is bought off is an exceedingly rare specimen, if such ever existed. A calm view of the penalty usually disclosed that it was deserved. We found that the real player never had time, nor found it necessary, to resort to illegal play or unsportsmanlike tactics; that it was easier to see infringement of the rules from a bleacher seat than when on the field, in intricate plays; and that to yell at an opponent or an official from a hidden point in a crowd was the act alone of a mucker. We have outgrown most of such frailties, but the booing of an official may still be heard, the insulting and disparagement of opponents may yet be noticed, newspaper trials between managers and coaches may yet be read, and Old Man Alibi's descendents are still prevalent among us.

The true supporter of athletic contests has a clearly defined thought on sportsmanship. He knows it first in his desire to see a high order of ability and performance in an evenly matched struggle. He wants the best team to win. He wants fair play on the field from the participants, true sportsmanship from coaches and managers, capable

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officials, and nothing but the right loyalty expressed by the spectators. If there is criticism, he wants it to be fair and impartial and made with respect. He likes to see the two captains grasp each other's hand after the game in mutual admiration and fellowship. He wants to see the defeated coach come across the field to congratulate his victor. He wants to hear an unreserved cheer for stellar performance by either team. He wants to see the managers and coaches of both teams demonstrate to the officials that the respective schools are squarely behind them, that they recognize the difficult task the official has and respect and admire the one that "calls them as he sees them."

The good sportsman believes in the football code and wants the players, coaches, officials and spectators to respect it. Too many times he has seen athletic ability of the highest kind cheapened because that particular athlete could not lose gracefully; because he was a hard luck sobber in defeat, a glib conversationalist in victory, one who indulged in belittling remarks about his opponent's play, with ever ready alibi for his own failures, a continuous seeker for an unfair advantage. The sports follower has felt that while the conduct of those not connected with the school could not be entirely regulated, certainly it could have been bettered, and the conduct of the students themselves vastly different had there been a member of the faculty who would have taught them that true college spirit is best exemplified by sportsmanlike conduct.

I doubt if the importance of teaching sportsmanship is always fully realized. Especially is it important that colleges that are sending athletic directors to the high schools and smaller colleges should stress sportsmanship. If eleven men on a football team are taught

unsportsmanlike tactics or, at least, some are countenanced, that lowered standard is later carried into just that number of different schools. This is a serious situation and we still find many such coaches, who are doing more to injure the future standard of sportsmanship than might at first be realized in a place where by reason of immature age the seeds are more easily instilled. The younger generation must be taught that sportsmanship comes first, and whether in victory or defeat, their first duty is to be clean, courteous, fair and unassuming, a modest winner and a graceful loser.

I have often wondered if we have been thoughtful and careful enough to instill, especially in the minds of college men, the fact that the friends of the game, that vast army of staunch supporters, to most of whom the glory of active participation has become somewhat dimmed, are relying on those in charge and on those who participate, for the preservation of football traditions and the maintenance of those high standards of sportsmanship, which must always be kept uppermost; that the good name of the game must be kept inviolate, and that the future of college athletics, its glory or its disgrace, is in their hands. As is said in that football code, "There are still many school and college teams who seem to fail to recognize that the first obligation of every football player, the coach, manager, and everyone connected with the game, is to protect the game, its reputation and its good name; that there is little excuse for any college player who allows the game to be smirched with unsportsmanlike tactics."

The most flagrant example of poor sportsmanship is the spectator who yells at an official. Such an individual never realizes that the officials were hired by the management of the school of which he possibly is a member, that their ability

has been vouched for by the leading athletic men of that particular section, and that coaches and managers have carefully selected them; that they are on the field with no interest of any kind to serve except the interests of the game itself and that his shrill little yelpings bring him nothing but censure from the true sportsman.

Crabbing a decision is another common example. It gets one nowhere, for the proper official never changes his decision, and the crabbing can but antagonize him temperamentally, at least. The average official is a good type of sportsman, clean, courteous, competent and courageous. Most officials are business men, industrious and successful, the monetary value of whose services is very little compared with their love of the game, its traditions, and their interest in seeing it kept clean and unimpaired. Most of them are like Umpire Bill, and on Bill's language stand.

"He may have been safe," said Umpire Bill,

"But I called him out, and he's out until

It's snowing in Hell and there's sand on the sea,

That's the kind of an ump's I am," sez he.

To my mind, these men are doing a great good and seem always striving earnestly and intelligently for the betterment of the sport. There is still room for improvement in the backing of managers and coaches, of the work of officials and in the demands for sportsmanship, and if all concerned will bend their efforts to that end, it will ultimately hasten the time when everyone connected with athletic contests, be he player, manager, coach, spectator or reporter, will be a sportsman in the truest sense of the word. Poor sportsmanship is the hardest thing with which any official contends, and his task, at best, has few equals

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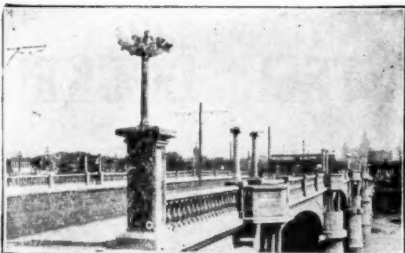
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where quick thinking is so necessary and where the damage caused by a mistake of judgment may be so irreparable, and the man who stays in the game year after year is the last one who would do anything intentionally to jeopardize the game. Schools and colleges must learn that if they cannot always demand and receive sportsmanlike conduct from management and coaches, the time has come to secure someone whose ideals are first right and who constantly keeps such standards uppermost before everyone connected with the game in his particular school.

A detailed list of the unsportsmanlike acts witnessed by an official in his years of experience would unduly extend an article, and would, perhaps, serve no good purpose. It is not the desire of the writer of this article to deal with specific instances or to be personal. It is for constructive benefits we are all working, building upon the mistakes of the past, as generalities. Every official knows of the coach and manager who smiled on him before the game and hardly knew him afterwards. Every official has lamented many times the ignorance of the rules, not only among criticising spectators but with coaches, as well. Every official has seen illegal play, that he has known must have been coached or it would not have been attempted. They have all seen illustrations of the taking advantage of the rules. Every official has felt that he has been left off a manager's approved list by reason of the fact that he called a tough decision against that team at a point in the game where it affected the score. Every coach has found that he has at times been mistaken in the official he selected; he has seen infringement of the rules that the official should have seen. He has also seen infringement of the rules that he felt the official

was too spineless to call. There have been faults on both sides, and, of course, there will always be in anything that contains the human equation. Conduct cannot be perfect, but we should aim at a higher degree of competency as officials and demand more recognition of the difficult task of officiating and a fuller appreciation that the majority of officials are honestly trying to do their best. Such faults must be eliminated, if we are ultimately to achieve true sportsmanship. Coaches and officials should be the leaders, and we must all remember it is only a game and that the true criterion of sportsmanship is to have won fairly or to have lost as gentlemen.

I wish we could instill in every high school boy, college and university man, from the time he first runs until his last race, until the whistle blows his last game over, that the greatest thing in the world is to win fairly, to appreciate the virtue of clean fighting and sportsmanlike conduct; that to have so played the game that when his athletic competition is over he has no regrets for anything done or said; to be known as the squarest kind of a player, unassuming and unafraid, with the fighting heart that brought and held for him the respect of spectators and opponents alike. In that kind of a man or woman, the sportsmanship of our future generations is safe.

Ques.—In the running broad jump (a) must the jumper take off from or behind the take-off board? (b) If he lands outside the pit shall the jump be measured? (c) If the jump be measured shall the tape be held at right angles to the joist?

Ans.—(a) The jumper must take off from or behind the joist that is laid in the ground. The outer edge of this joist constitutes the scratch line. (b) If he lands

outside the pit the jump should be measured just the same as though he landed in the soft dirt. (c) If the jumper lands outside the pit the jump should be measured from the nearest break in the ground to the scratch line or to such line extended. The rules specify that the joist shall be 8 inches wide, but do not require that it shall be of any special length.

Ques.—May a javelin thrower who throws the javelin with his right hand reach over and steady the javelin with his left hand as he runs?

Ans.—Yes. The rule covering this point is as follows: "The javelin must be held by the grip and no other method of holding is permissible."

Ques.—In a distance race if a runner is "lapped" should he be disqualified?

Ans.—No.

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OFFENSIVE BASEBALL

BY
RAY HABERMAN



TWO of the greatest problems with which a coach has to contend in college baseball are hitting and bunting. These are the real offensive weapons, and lead to the other phase of offensive baseball—base stealing.

The great tendency at present is to try to hit home runs, due no doubt to the fashion in the big leagues. The majority of players who report to a coach in the Spring hold their bat as in Illustration 1. If a man has a good



ILLUSTRATION 1

eye and is a natural hitter, he may hit well holding his bat on the end, but if he swings wildly and trusts to luck, then his hold on the bat must be changed. Illustration 2 shows a good position of the hands, holding the bat with the lower hand about three inches from the end, and with a space of about two inches between the upper and lower hands. This grip gives good control, and is possibly the best way of gripping.

Illustration 3 shows the choke

grip, that is, holding the bat up short and using a short swing. Personally, I have secured my best results from this system, for it is easier in this way for a man to keep his eye on the ball. Keeping the eye on the ball is one of the big secrets of successful hitting anyway, and as soon as a man realizes that batting is like driving a nail with a hammer, and that he has to watch the ball just



ILLUSTRATION 2

as he does the nail, in order to drive it, he starts to show results. I have also had good results in using this system on men who are in a batting slump. I have them choke up on the handle, step short, swing short, and work for singles. Of course, home runs are scarce with this method, but there are fewer strikeouts.

The choke method is ideal for bunting. Illustration 4 shows



ILLUSTRATION 3

the grip used in bunting by the majority of players and coaches. It is a very effective grip, but again the eye must be kept on the ball. I have found that after a player has used the choke method of hitting, he is generally a better bunter, and that he does not care to bunt in the usual way. He wants to choke his bat when laying one down, and seems to fall into the grip shown in Illustration 5 very naturally. I



ILLUSTRATION 4

have had best results with both hands held at the middle of the bat, with a space between, just about at the balance. The left hand controls the bat, if the hitter is right handed, and should also turn it slightly down as the ball comes in contact with it. The right hand with the fingers tucked well back should be used as a pivot. The ball should strike about five inches from the upper hand, although the player should feel that he is trying to catch the ball in his hand. Anybody can reach out and touch a ball when



ILLUSTRATION 5

it is thrown to him so why not use the same method of locating the ball in bunting? In this method it is natural for a player to watch the ball and coaches will find that a bunter may be developed when using a short grip.

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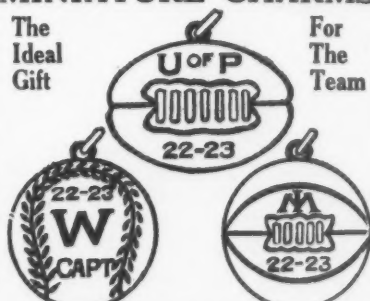
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A PLEA FOR THE GAME OF VOLLEY BALL

R. A. Allen, M. D.

Dr. Allen is physical work secretary of the Y. M. C. A. of Chicago. Previous to his appointment to this important position he served as physical director of the City Industrial Department of the Association. Dr. Allen entered the physical department of the Y. M. C. A. at Sterling, Illinois, in 1905. He was graduated from Temple University in 1910 and from the Chicago College of Medicine and Surgery in 1913. He then entered the service of the Chicago Y. M. C. A. as physical director of the West Side Department. In February, 1918, he went to France as an athletic director.—Editor's Note.



Volley ball has perhaps a greater range of usefulness among organizations promoting physical activities than any other sport. The game requires a limited amount of space and equipment, is designed for either outdoor or indoor play, may be played the year round and is suitably adapted to men and boys, as well as to women and girls. In addition to this, the game is readily adaptable for use as a highly competitive activity and for purely recreational purposes. Volley ball was originated in the Y. M. C. A. and is used to a greater extent in the Association gyms than elsewhere, although it is rapidly finding favor among industries, playground and other organizations. The colleges as a whole have not yet given the game a prominent place in their physical programs.

For the person who has never entered into athletic competition, or for one who has never experienced that sense of enjoyment which comes through play, volley ball presents a unique opportunity, especially for those who are never too old to learn. Business men by the thousands are playing the game every day, many of them never having "played" in their younger days, and now finding keen enjoy-

ment in the physical exercise which the game affords. From the side lines one often hears the remark, "nothing to it," or "not enough exercise," but the same criticism has been made of tennis and golf. The answer is simply that the critics give it a fair trial.

The same general rules for team organization which apply to other team games, such as basket ball, baseball, or football, will hold for a successful game of volley ball. Teams composed of players with more or less equal ability (rather than a mixture of beginners and semi-experts on each team) will make the game more attractive and interesting from a competitive standpoint. Team play is essential for success, although offensive play is often built up around some player of outstanding ability, as a "spiker" or "killer."

At the present time the Y. M. C. A., N. A. A. F., N. C. A. A., Boy Scouts and Playground Association have jointly adopted a single set of rules for men and boys, and while this seems generally desirable, there is some question as to the game serving its largest constituency and greatest usefulness.

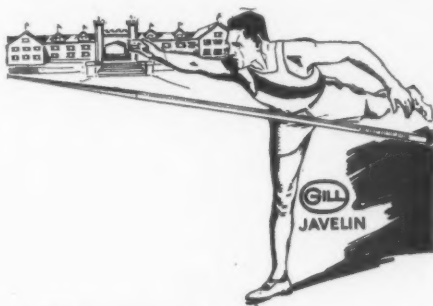
One point in question is with reference to the rotation of players. From a distinctly competitive standpoint, volley ball is the only game requiring a player to fill every position during the course of a game, and this is not true of baseball,

basketball or football. Some sports, such as basketball, wrestling and boxing, have certain standards of competition designed to place contestants on an equitable basis. For example, basketball teams schedule games with teams composed of players of similar weights, the same being true of wrestlers and boxers. Adjustments, however, are bound to be made in the rules of the game as experience will warrant.

There are now several sets of rules for baseball, such as the regular outdoor game, the indoor game, playground ball and the armory game. These, however, do not radically change the nature of the game of baseball, but simply change the size of the diamond, the length of the bat, the size of the ball, etc., all for the purpose of making the game of baseball adaptable to certain needs and requirements and most serviceable to the largest number of players. Several sets of rules in such instance, however, do not lead to the confusion which existed in basketball a number of years ago when the Intercollegiate, A. A. U. and Y. M. C. A. each had their own set of rules. In any event, such adjustments in volley ball rules will undoubtedly be made which will make the game more of a "sporty" proposition, just as "bunkers," "sand traps," etc., do for golf, or the removal of the lawn from "lawn tennis" has done for that game.

The game of volley ball is too valuable a game for the "dubs," "hope-to-be's," "never-waser's," et al, to allow the "experts" to determine entirely its future, and for this reason the game should be studied both from the standpoint of its competitive worth and its purely recreational value.

The Official Hand Book of Volley Ball Rules published annually contains valuable articles on the science and technique of the game, as well as hints and suggestions for



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**Editor
Athletic Journal**

**7017 Greenview Avenue
Chicago, Illinois**

beginners, written by men who have participated in the game for many years.

National and district championships in volley ball have brought out interesting and valuable points of the game, and the Joint Rules Committee has been on the alert to bring about such modifications of the rules as to make the game most satisfactory to the majority of players. No radical revisions of the rules have been made without an attempt to secure the suggestions of players and other persons vitally interested, and certainly no "tampering" of the rules has been in evidence, indicative of superficial study of the game.

Morale and team spirit have characterized the play of those teams having greatest success, and with these basic elements in the athletic platform of volley ball teams, such other qualities, as brain work, co-ordination and agility, so essential to success, will have greatest freedom for functioning.

During the 1923 championships held in Chicago, when thirty-two teams from various parts of the country participated, the remark was frequently heard that "it's a young man's game." If this be true, some steps should be taken to relieve the game of its limitations, because in volley ball we have a most excellent activity for attracting the attention of the ex-college athlete who has become the business or professional man of today. We have the utmost confidence in the Joint Rules Committee to construct the game so as to make it serve its largest purpose.

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(Continued from page 19)

to the courses which they have drawn and while the men are digging their holes, the clerk will send the card to the head finish judge.

Question: Who is responsible for placing the men in their courses at the start of a race?

Answer: The Clerk of Course.

Question: Whose duty is it to see that the hurdles are properly set before a hurdle race?

Answer: The inspectors.

Question: Why is it that the field events in a track meet are seldom started on time?

Answer: If a field event, for instance the pole vault, is scheduled to start at two o'clock, the field judges frequently start calling the roll at two o'clock and thus fifteen or twenty minutes elapse before the men begin to vault. The roll should be called before the time scheduled for the starting of the event and the men should have their take-off measured in advance. If this is done there is no excuse for a late start.

Question: Is timing being done with one-fifth or one-tenth second timers in the big meets

Answer: The rules provide that timing for the N. C. A. A. Meet shall be by one-tenth second timers.



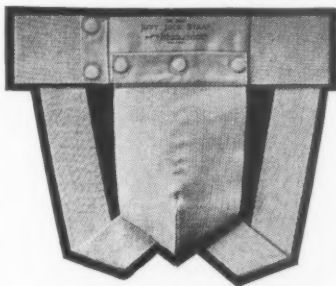
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OHIO STATE UNIVERSITY PHYSICAL EXAMINATIONS

Ohio State University has perfected one of the best departments of physical education to be found in an American university. The report of the university physical examinations for the autumn quarter 1923-24 contains valuable information for all coaches and physical directors. It is significant that only 5.8% of the men examined were given a rating of "A", that 35.4% were round shouldered, 15.6% had flat feet, 43.2% had defective eyesight, and that very few had defective hearts. The complete report follows:

OHIO STATE UNIVERSITY REPORT OF UNIVERSITY PHYSICAL EXAMINATIONS AUTUMN QUARTER

1923-24

J. H. Nichols, M.D.

Walter Duffee, M.D.

MEN

	Percent
Total number examined ... 1903	
No. receiving "A" class... 111	5.8
POSTURAL DEFECTS	
<i>Head</i>	
Head forward 523	27.4
<i>Shoulders</i>	
Right shoulder low..... 972	51.
Left shoulder low..... 26	1.3
Round shoulders 675	35.4
<i>Chest</i>	
Chest flat 42	2.2
Chest funnel 6	.3
Chest pigeon 1	.05
<i>Spine</i>	
Scoliosis (lateral curvature) right 50	2.6
Scoliosis (lateral curvature) left 316	16.5
Kyphosis (anterior - posterior curvature) 4	.2
Lordosis (hollow back)... 153	8.
<i>Feet</i>	
Flat feet 299	15.6
<i>Weight</i>	
Under 120 lbs. 250	13.1
Over 200 lbs. 5	.2

<i>Height</i>	
Under 5 ft. 4 in..... 80	4.2
<i>Tobacco users</i>	
Cigarettes 350	18.3
Cigars 44	2.3
Pipe 216	11.3
Chewers 12	.6
Total 622	32.5
<i>Swimming</i>	
Able to swim 1393	73.1
Unable to swim..... 360	18.8
<i>Eyes</i>	
Defective sight 824	43.2
<i>Ears</i>	
Impacted cerumen (wax). 130	6.8
Otitis Media purulent chronic 10	.5
<i>Nose</i>	
Deviated septum 260	13.6
Hypertrophied turbinates.. 32	16.7
Sepal spur 66	3.4
Sinusitis acute 3	.15
Rhinitis chronic 41	2.2
Rhinitis atrophic 1	.05
<i>Throat</i>	
Hypertrophied tonsils 152	7.9
Diseased tonsils 56	2.9
<i>Teeth</i>	
Filling (needed) 222	11.6
Prophylaxis (cleaning) ... 217	11.3
Extraction (needed) 105	5.5
Bridge work (needed) ... 1	.05
Orthodontia (straightening) 3	.15
Pyorrhea 1	.05
Gingivitis 3	.15
<i>Thyroid</i>	
Thyroid (enlargement goitre) 41	2.2
Exophthalmic goitre 1	.05
<i>Lungs</i>	
Rales 5	.25
Observation (re-examination)	
<i>Heart</i>	
Mitral Insufficiency..... 14	.73
(Valvular heart defect)	
Mitral Stenosis 2	.1
Aortic insufficiency 1	.05
Functional murmurs 11	.6
<i>Genital Organs</i>	
Hydrocele 1	.05
Undescended testicle 11	.6
Gonorrhea 2	.1
Syphilis 0	
Hernia (rupture) 24	1.2

Kidneys

Albumin in urine.....	38	1.9
Hyaline and granular casts and albumin	32	1.6
Sugar	2	.1
Referred to physicians and clinics for vaccination...	366	19.2
<i>Diseases (previous to entering university)</i>		
Measles	1553	81.6
Scarlet fever	222	11.6
Pneumonia	228	12.
Diphtheria	149	7.8
Typhoid	100	5.2
Rheumatism	52	2.7
Smallpox	61	3.2
Malaria	26	1.3
Tuberculosis	10	.5
Infantile paralysis	12	.6
Cerebro spinal meningitis..	1	.05

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EARLY HISTORY OF THE OLYMPIC GAMES

BY

RAYMOND ROGERS

Inasmuch as we are at present making great efforts to organize a strong team for the coming Olympic games, an account of the early history of the games may be of general interest to JOURNAL readers.

Whether the term Olympic was applied to the games before Olympia received its name is not known, but it seems probable that Olympia was named long before the games received this title; it is even possible that the shrine was older than the Hellenic race itself. Before the regular recurrence became established, time and events were reckoned by referring to a hero who had won a certain event at the games, but as time passed on this became confusing and a more definite method became necessary. Previous to the time when the games became quadrennial they were known as the Hellenic games, or the more common title was Panegyric festivals. The fact of their revival in 884 B. C., after long neglect, demonstrates that they existed back in the heroic age. The sanctuary of Olympia was located on the Peloponnesus in the district of Pisatis, in later times forming a portion of the district of Elis, situated a short distance west of Pisa where the Cladeus river flows into the Alpheus, just eight miles from the sea.

What Constitutes the Original Olympia

In 1875-1881 the Germans carried on a scientific investigation which resulted in the unearthing of the principal architectural features of different Greek ages from the Golden age to the last Olympiad,

and as a result of this and of Pausanias' visit to Olympia in about 200 A. D., we are able to give descriptions of the grounds, buildings, statues and, in fact, of most all of the essential features as they existed in 776 B. C., to the time of the Roman conquest. The important features as they existed at this time were, the temple Zeus, a structure which was elaborately finished; the statues inside were of gold and costly pearls. There were also the great altar, the Pelopium temple, the council chambers, the temples of the Metreum and Heraeum, the Palesra, the temple of the Leonidadeum, the Portico and the ancient work-shop of Pheidias. The early races consisted of footraces run in front of the great altar. In these races the athletes raced with lighted torches to the altar, where each lighted a fire. The one accomplishing this first was declared the winner. Coroebus is credited with being the first winner. It was not for athletic contests alone that this festival was held, but Olympia was also a place for the gathering of men of learning and for traders from all countries. It was not until the reign of Iphitus that we find a stadium constructed at Olympia. This was located on the east side of the grounds. The people sat on a natural embankment, upon one side of which were located seats for the officials. Just opposite to these there was located an altar of white stone. The course, six hundred and thirty English feet in length, was marked at each end by a white marble sill, eight feet in length, and eighteen inches in width. This sill had two deep

grooves, which acted as starting holes for the runners. The finish was always at one end of the course. In the long races, the course was covered twelve times. The post sockets which separated the courses are still visible. The history of the Greeks teaches us that athletic games were celebrated in commemoration of departed heroes and victors of war, or in honor of distinguished guests or in celebration of some special occasion. In these games sacrifices were offered of the best of their possessions in order to secure the aid of Zeus, their God. The belief among the Greeks was that in all contests man's supreme gift was displayed, and that the more skilled one became, the more he resembled the gods.

Historical Basis

The origin of the funeral games and those leading up to the time when they were called the Olympic

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games, is difficult to determine. Many explanations have been offered. The Roman critics held that the Etruscan combats, from which their own gladiatorial games were borrowed, were originally a substitute for human sacrifices. In any event, these games account for the close connection between religion and athletics. The origin of the great festival is overgrown with a mass of late and conflicting legends in which it is difficult to distinguish truth from fiction. This is not a sufficient reason for discrediting the universal tradition of the origin, confirmed as it is by the survivals and by the testimonies of the earliest athletic art and later custom. This part of the country was inhabited by many and various tribes of people, each desiring credit for having established the great festival. There are several possible claims for the origin of the games, but to the Eleians must be given the credit for having established the best claims. These people have transmitted the legends which seem to have the best claims—that of the founding of the games by the Idaeian Heracles. From the records of history it seems safe to conclude that the games known as the Olympic games must have originated not earlier than the founding of Pisa by the Archaeanes and not later than Heracleidias' return to the Peloponnesus, 1500-2000 B. C. The weight of evidence seems to point to Heracles Amphytryon as the individual founder.

Early History

Prior to the year of 724 B. C. (844-724 B. C.) the ceremonies were conducted in honor of some twenty gods. Little is known of the early control, except that King Oxylus and King Iphitus played an important part. The events consisted of ceremonies and short foot races. But one day was required

to hold these games at this time, but as more events were added more time was given. After the sacrifices were given the people went to the stadium, there to await the opening of the games at sunrise, by which time all were required to be in their seats. After the lots were drawn, the contestants and judges entered the stadium, first passing by the series of statues of Zanes, where solemn oaths were given by all contestants. The oath was: Hear, O, Zeus, we who stand before you now are of pure Hellenic blood, free sons of free fathers, neither branded with dishonor nor guilty of any sacrilege. We have duly undergone for ten months the training to fit us to contend, striving earnestly by lawful means and without guile or bribery, to attain victory." These Zanes statues had been erected from the fines of those who had infringed upon the rules. As a record of Greek honesty, the number of such statues was less than fifteen in 200 A. D. Previous to the fiftieth Olympiad, the games were supervised by one judge, but as the events increased in number, the number of judges were increased until in the one hundred and third Olympiad, the number had reached twelve, one for each Eleian tribe. The rules of the games were many, a few of them were,—that all contestants must be free born Greeks, later modified to Greek descent. That all contestants be free from all taint of duplicity, blood guiltiness or grave breach of a law. All must qualify one year in advance, and unless already famed as a winner, to present himself in the gymnasium at Olympia thirty days in advance of the games. Women were at first excluded from the games. Bribing an adversary was punishable with a heavy fine. The exact time of the year for the holding of the games is a disputed point. The games were held every fifth year,

THE OLYMPICS 1924



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yet not after the term of five years was quite over, but every fiftieth month, the second month after the completion of four years, beginning on the fifth and ending on the eleventh of the lunar month, when the moon was full.

Decline of the Games

Homer was a champion of true sport. Some of the contests, such as wrestling and boxing, under the old rules might have been "distressful," but just as all true sportsmen find the hard games the most enjoyable, so the struggle in Homer is a pleasure and a joy to the young man who made trial of his strength. Previous to 400 B. C., athletics were helped by a great deal of literature. Little professionalism had existed before this time, but soon after this competition became keen and professionalism crept in, specialization made rapid progress during the fifth century. It was at this time that special trainers were employed for use in the games. By 570 B. C. the athletic calendar showed for one Olympiad seven great meets and several lesser ones. It is of a little interest to know that Tisias has the credit of being the first trainer. He was employed by Glaucus of Carystus. The games were fast growing into neglect until they were finally condemned by both soldier and citizen. Athletics had now passed that period where they could serve their purpose of providing exercise or recreation. In Athens the young man now deserted the gymnasium for the public baths and the market places. The decline of Athens was from 338-146 B. C. From this time the Greek spirit of independence, which had been the life of athletic contests had now declined. The States were now no longer free. The Romans came in and took possession of the games which continued to grow worse.

The Olympic records of Africa-nus ends with the two hundred forty-ninth Olympiad, 217 A. D. The Roman empire was now engaged in a desperate struggle with the invading Goths, but the silence which ensued told clearly what the effects had been. Hitherto the Greeks had preserved some semblance of political liberty, but the policy of centralization and unification, introduced by Constantine, stamped out the last remains of the city State. The ancient festivals of Greece were the stronghold of paganism and therefore recognized as the greatest obstacle of Christianity, now adopted as the imperial religion. The Emperor Theodosius set himself out to sweep away all vestiges of paganism in 393 A. D., and gave instructions to have the games closed. This marks the closing of the games until they were revived again in 1896.

Revival of the Modern Games

In the early '90s Baron Coubertin, desiring once more to improve the physical condition of the French people and to promote sport in all countries and also to bring about a better feeling between all nations, conceived the idea of once more reviving the games which had been discontinued for so long a time. In 1894 he invited a representative group to meet him in Paris and as the result of this meeting we find that the games were once more revived, having been neglected since 389 A. D. The patriotic assistance of a wealthy Greek committee, and the help of Crown Prince Constantine made this possible. The year of 1896 saw the games once more revived upon Grecian soil, for the committee decided to hold them in Athens, not the same spot where they once were held, but near there. This marks the beginning of the modern games.

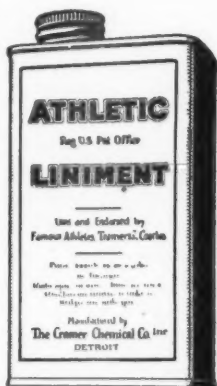
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WRITE FOR CATALOG

Periodic Health Examinations

(Continued from page 13)

is more expensive and not so satisfactory as preventive work.

The average coach and physical director could well offer himself as a subject for periodic health examination of apparently healthy individuals. Too many coaches and physical directors are living on what they were, rather than on what their present condition is today. The coach should be a living example of his work so that the child might be more easily taught the necessity of many of the health rules, as practiced by the coach and physical director. Beyond this, coaches and physical directors need health to "carry on." To retain health one should take advantage of modern medical skill and submit to a thorough medical examination at least once each year.

The Department of the Interior, Bureau of Education, Washington, published in 1922 a series of "Health Education" pamphlets which should be carefully studied by physical educators who wish to keep abreast of this important movement of better health for the school child. The importance of health as the most important phase of education is freely discussed in these pamphlets. The American Child Health Association of New York and The Elizabeth McCormick Memorial of Chicago have published some very helpful pamphlets on the health of our school children. Many prominent doctors have written on this important subject. The time is at hand for physical directors and coaches to take their places as leaders in their field and assist in raising the standard of health of those with whom they are working.

School authorities are likely to show reluctance at the prospect of spending more money for health

examinations. It becomes the task of the physical director and coach to show the economy of thorough medical examinations of preschool and school children, detection of the disease or defect before a more severe disorder results, the folly of waiting until a child reaches college before complete examinations are begun and finally the necessity of prevention rather than cure. With complete examinations at school entrance, or before it, inspection carried on in the class room and a thorough examination used when a pupil returns to school after an illness, the final cost of maintaining health will not be as great as under the present system of haphazard inspections or no examination throughout the first ten or twelve years of child life and then an examination in high school or college with its expensive and bothersome repair work which naturally follows.



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Construction of a Hurdle

(Continued from page 10)

flights, and in some of the larger meets more flights are necessary. This means that at least sixty hurdles should be constructed. However, since hurdles are some times broken in the trial races, it is always desirable to have a few extra implements ready at hand.

Mr. Layman's Hurdle

When the foregoing article was printed, Mr. Gosnell Layman, now Athletic Director at Oakland City College, Oakland City, Indiana, sent the following suggestions regarding the construction of a hurdle and the two pictures which appear at the bottom of pages 9 and 10 to the JOURNAL.—Editor's Note.

Feeling that the hurdle illustrated in the recent issue of the ATHLETIC JOURNAL is far too costly for the average High School to construct I am offering to those interested a very serviceable, economical and easily constructed hurdle, the cost of which I feel sure every High School can afford.

The stock is 6 inch pine ripped in the middle, and you can select your length in such a manner that not a single inch of lumber will be wasted. The uprights and bases are made from 1½-inch stock, while the cross bars and brace are of inch stock. (The stock is really 1⅜ and ¾ thick.)

Screws are used in the construction and the hinges are fastened on by having a stove bolt passing entirely through the upright, which assures security and also strengthens the hurdles immensely. The hurdle is made rigid for your meets by a door hook, which you see in the illustration. I find, however, that High School hurdlers usually prefer to work on the high hurdles with the gate swinging loose, as thus they do not become shy, and if they hit it their ankles do not

become bruised or skinned. As the season progresses the hurdles may be made rigid and the men will not notice the difference, as they very seldom hit them, especially after they have found their stride.

You will be surprised how quickly you can cut your entire stock with an ordinary cut-off saw, while two men can put them together at the rate of four per hour. A couple of coats of paint will add materially to their appearance and life. The base of the hurdle in the diagram is 20 inches and it is 42 inches wide.

Question: Would it not be advisable to have two starters in the big meets?

Answer: The rules committee considered the advisability of changing the rule as suggested in the question above, but decided that it would not be desirable to have divided authority in starting a race.



DEPEND

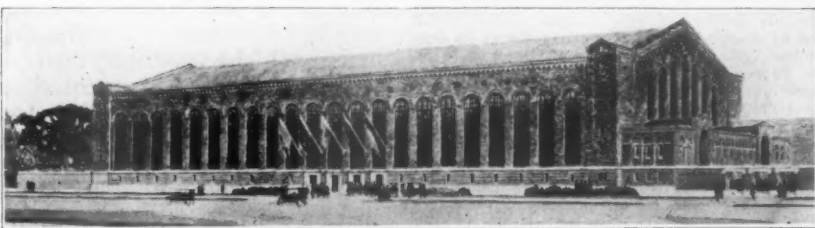
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24, 1912,

Of The Athletic Journal, published monthly,
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for October 1, 1923.

STATE OF ILLINOIS, } ss.
COUNTY OF COOK, }

Before me, a Notary Public in and for the State and county aforesaid, personally appeared John L. Griffith, who, having been duly sworn according to law, deposes and says that he is the Owner and Publisher of the Athletic Journal and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher, John L. Griffith, 7017 Greenview Av., Chicago, Ill.; editor, John L. Griffith, 7017 Greenview Av., Chicago, Ill.; managing editor, John L. Griffith; business manager, John L. Griffith.

2. That the owners are: (Give names and addresses of individual owners, or, if a corporation, give its name and the names and addresses of stockholders owning or holding 1 per cent or more of the total amount of stock.) John L. Griffith.

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5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the six months preceding the date shown above is. (This information is required from daily publications only.)

JOHN L. GRIFFITH.

Sworn to and subscribed before me this 15th day of October, 1923.

W. J. PHINNIS.

(My commission expires Oct. 14, 1926.)

(SEAL.)

Please notify the ATHLETIC JOURNAL of your change of address for next fall.

Relay Meets

(Continued from page 4)

1 Mile Relay—3 min. 16.9 sec.,
University of Iowa—Morrow,
Noll, Wilson, Brookins—made at
Drake Relays, Des Moines, Iowa,
April 28, 1923.

2 Mile Relay—7 min. 48.8 sec.,
Penn State—Carter, Edgerton,
Enck, Hellfrich—made at the
Pennsylvania Relays, April 28,
1923.

4 Mile Relay—17 min., 45 sec.,
University of Illinois—Yates, Pat-
terson, McGinness, Wharton—
made at Drake Relays, Des
Moines, April 29, 1922.

In addition to the Pennsylvania and Drake Relays a number of other meets have been started. The University of Washington at Seattle, and Georgia Tech have already successfully established Relay Meets and this year California and Stanford will conduct a meet at Berkeley.

Last year Dr. Forrest C. Allen, director of athletics at the University of Kansas, started a relay meet, which was very successfully managed. This meet should be of value in developing track athletics throughout the southwest. The meet will be held this year, April 18th and 19th, and its success is already assured.

Howard Woods, director of Washington High School at Sioux Falls, South Dakota, last year organized and promoted a Relay Meet at Sioux Falls. This meet was attended by the universities, colleges and high schools of western Iowa, Minnesota, Nebraska, North and South Dakota and was an unqualified success. The 1924 meet, which will be held on May 3rd, promises to attract twice as many entries as attended the 1923 meet.

Ohio State University has announced the First Annual Ohio Relays to be held at Ohio State

University, April 19th, this year. The program announces twenty-four relay races, a number of special events, a pentathlon and a triathlon. This latter event consists of the shot-put, javelin, discus and hammer throw and all competitors must compete in three of the above mentioned four events.

Tom Jones, director of athletics, University of Wisconsin, has announced that on Saturday, May 3rd, the University of Wisconsin will hold its First Annual Invitation Interscholastic Relay Meet open to any and all high schools in the middle west. In addition to a number of special events the program will consist of the following relays—Quarter Mile, Half Mile, One Mile, Two Mile, Sprint Medley and Distance Medley.

The Relay Carnivals have been of the greatest good in stimulating interest in track athletics not only in the athletes, but likewise in spectators as well. The sports loving public is apt to find the usual track meet uninteresting chiefly because the program is allowed to drag but in a Relay Meet the events are promptly run off and the competitions are exciting. Further, the coaches attending these meets, study form and talk to other coaches, and thus the meets are of educational value. Likewise the athletes meet men from other sections and they become broader through this contact. The Relay Meets this spring should bring to notice some present and future Olympic Champions.

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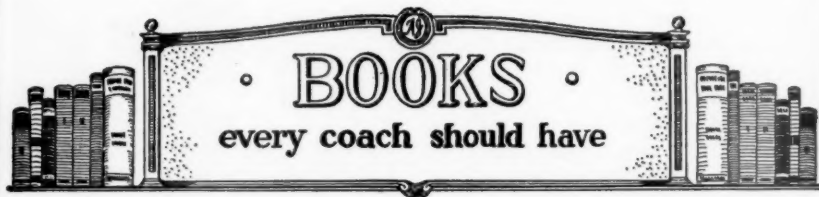
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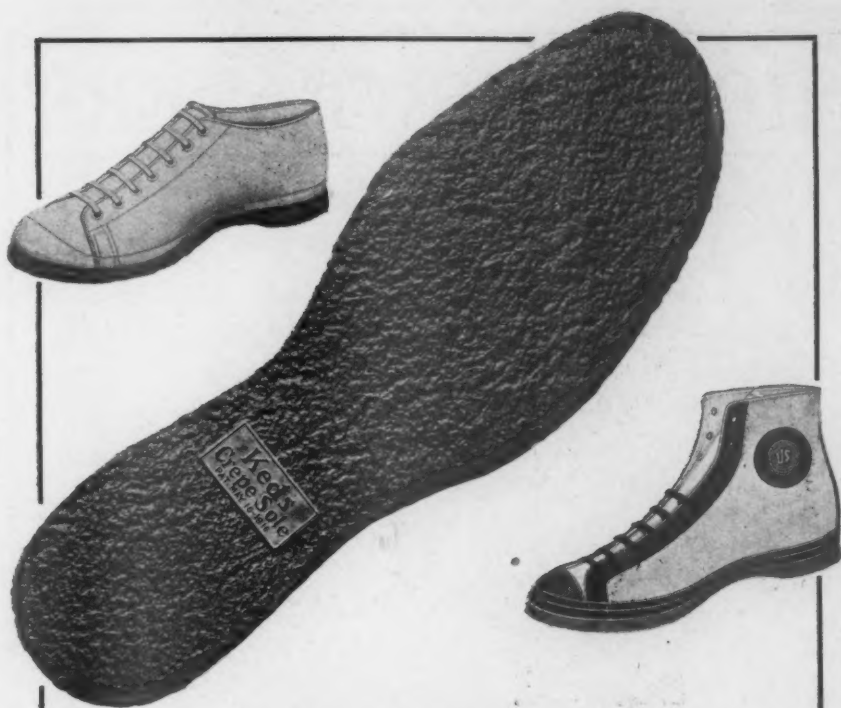
TYRUS R. COBB, Mgr. Detroit Baseball Team: I take great pleasure in recommending it to high school coaches and players—in fact, any young man who is interested in athletics will find this book a good guide and a very great help.

A. A. STAGG, Univ. of Chicago, Ill.: I have only skimmed over it now, but believe that it would be a very interesting and instructive piece of reading. I hope soon to be able to really read the book.

ROBT. W. EDGREN, Los Angeles, Calif.: I wish I'd had that book many years ago when I was a boy evolving "styles" in hammer throwing and shot putting and a lot of other athletic feats without coaching and without much of an idea of the way these things are done by those who know how. The book is a useful book to any athletic boy, or any boy who isn't athletic and would like to be. I enjoyed it, although somewhat of a veteran in sports.

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